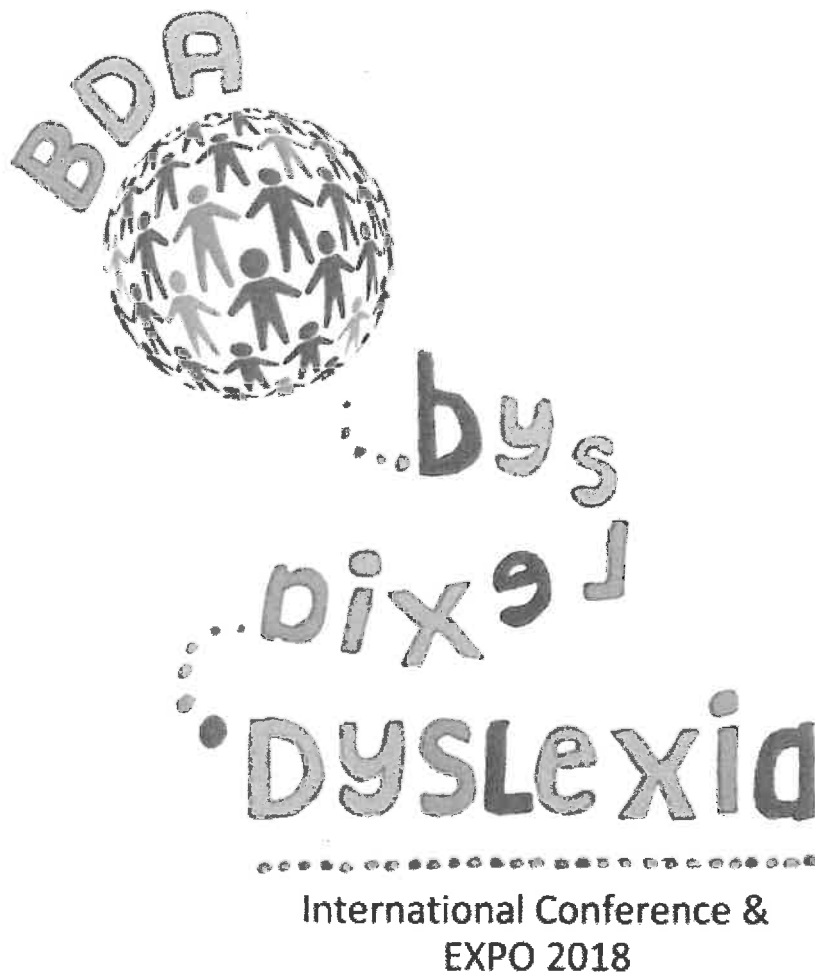


British Dyslexia
Association

Evidence to Practice and Back Again



compared to the DTWRP standardisation sample.

benchmarks within a tier 1 reading instruction of a Response to Intervention Model.

Phonics has provided an early advantage for reading nonwords with lasting effects. Meanwhile this advantage is not found for exception words, with more children exhibiting exception word reading difficulties at both time points compared to nonword reading. There are implications for education, suggesting that support for poor readers may need to go beyond the current phonological decoding focus.

Screening Portuguese students at risk for dyslexia with curriculum-based measurement-Maze

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This poster aims to analyze the use of progress measurement in reading as a universal school screening system for students at risk of Dyslexia in grades 3 and 4. A quantitative research was carried out with a sample of 82 students from a school cluster in Portugal. Data was collected using a Curriculum Based Measurement- Maze probe- three times a year and analyzed by descriptive and inferential statistics. Students at risk were those with results below the 20th percentile. Our results are: a) Ten students were considered at reading risk throughout grade 3; b) The mean results from students who were never at risk was significantly higher ($M=18.91$; $DP=4.732$) than the mean results from those of students who have been at risk at grade 3 ($M=8.30$; $DP=1.703$); c) the weekly growth of third grade students who were never at risk was significantly higher (.32) than the growth rate of students who were at risk throughout the whole year (.18). d) A follow up assessment at the end of grade 4, showed that eight students of the ten were still at risk. These results were used as